

A decorative graphic consisting of a thin gold circle on the left side, partially overlapping a horizontal bar. The bar has a gold-to-white gradient and is enclosed by large, stylized brackets: a black '[' on the left and a gold ']' on the right.

# **Summit View Elementary**

**2006**  
**Balances**

# [ Students HARD at Work ]





# [Two Person Balances

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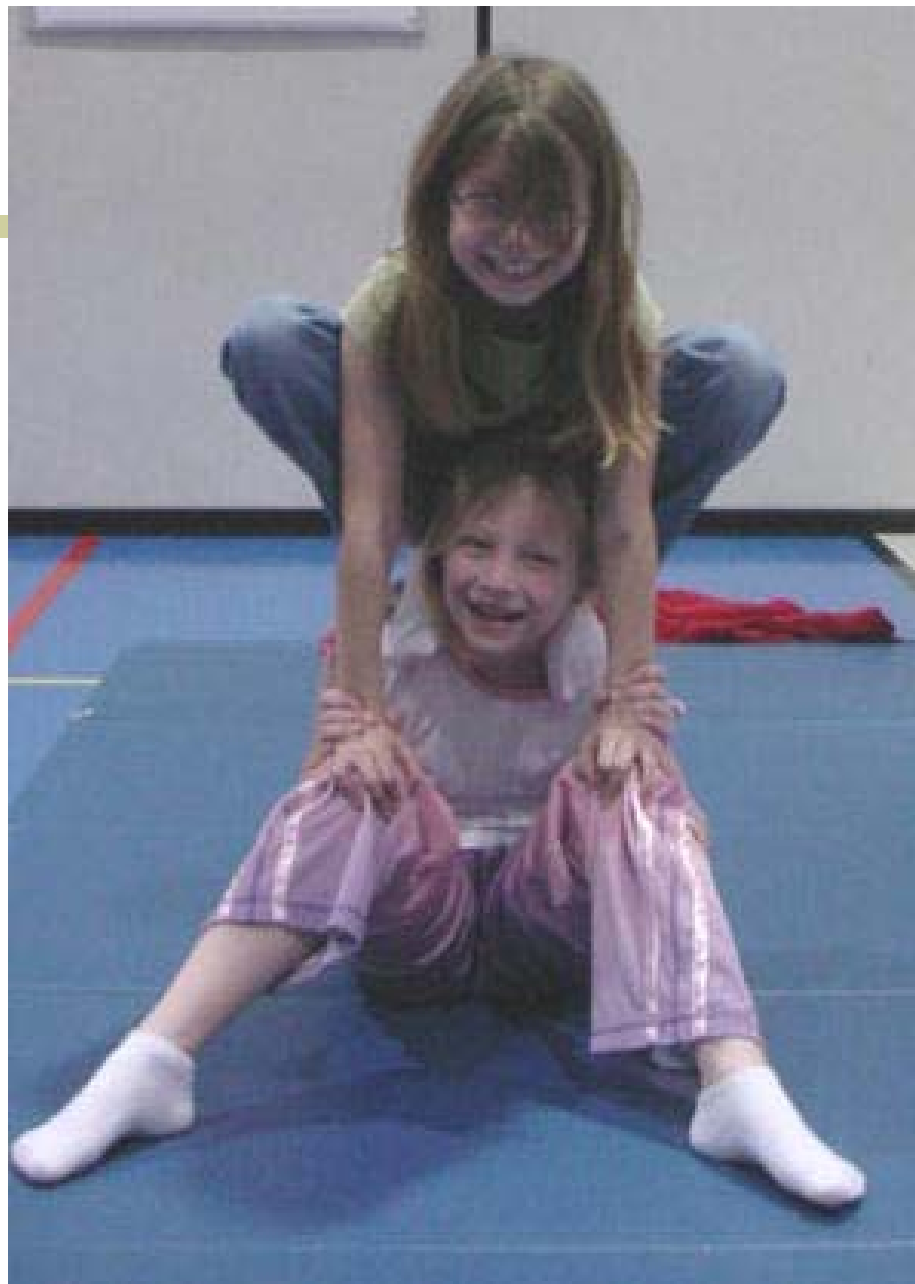


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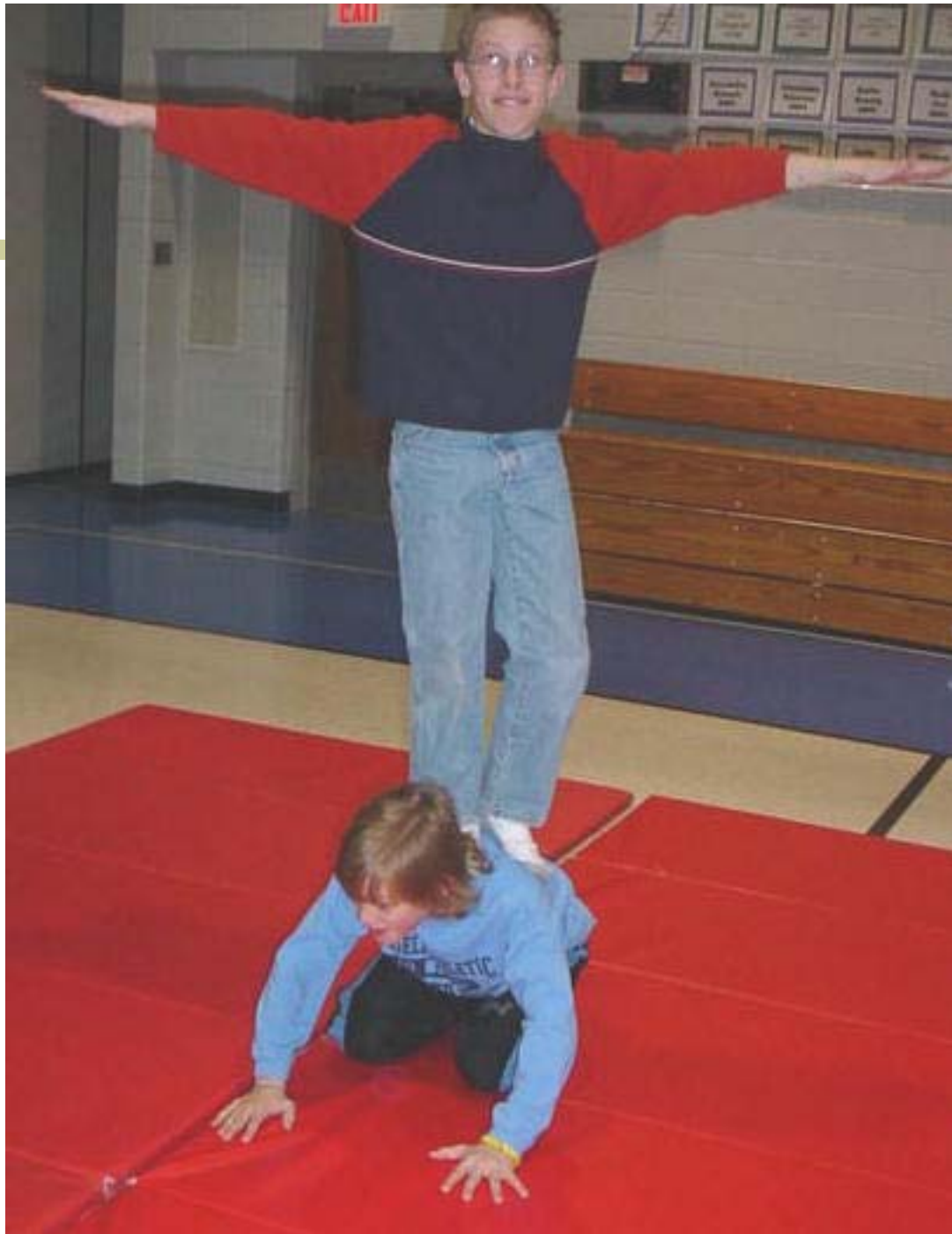
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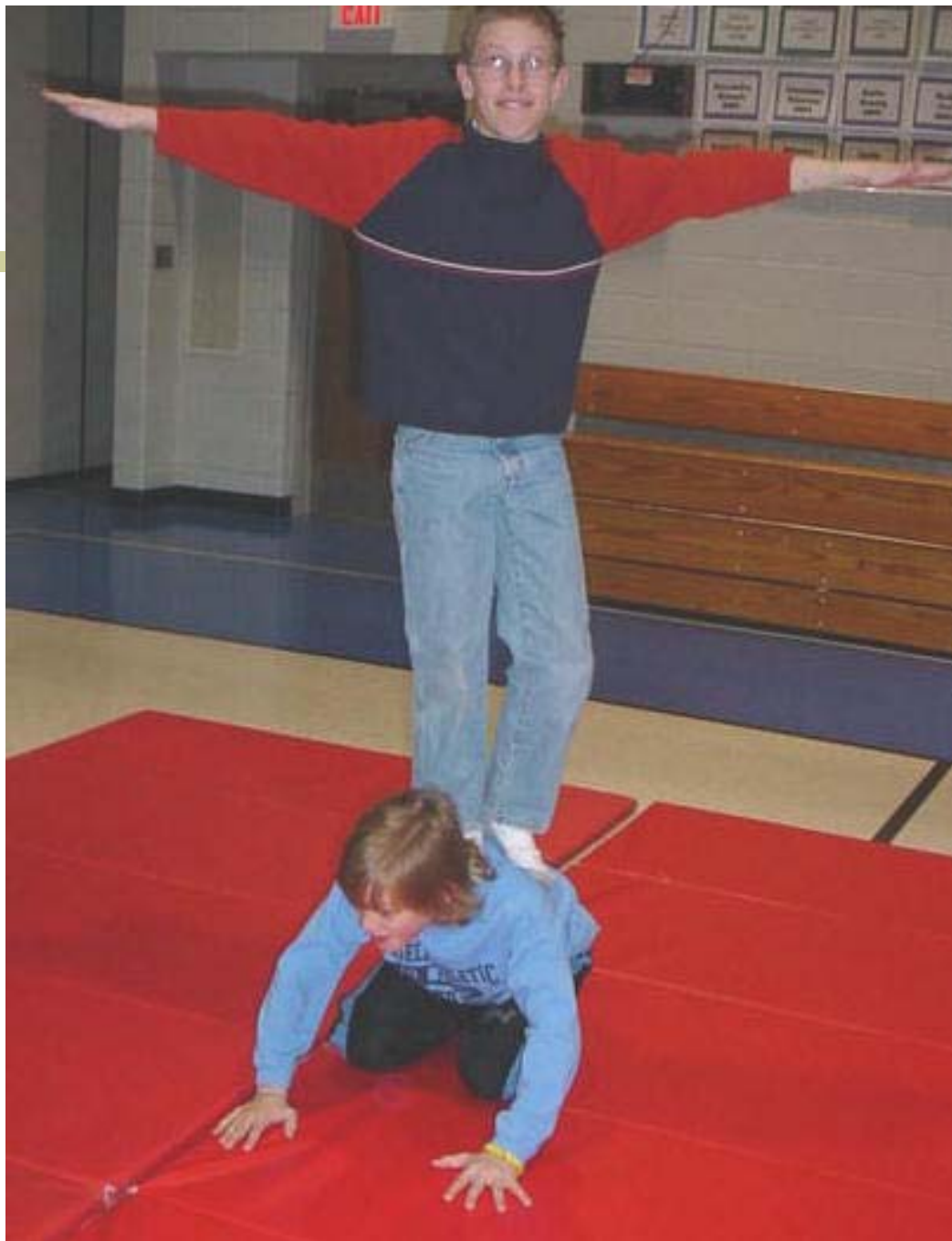


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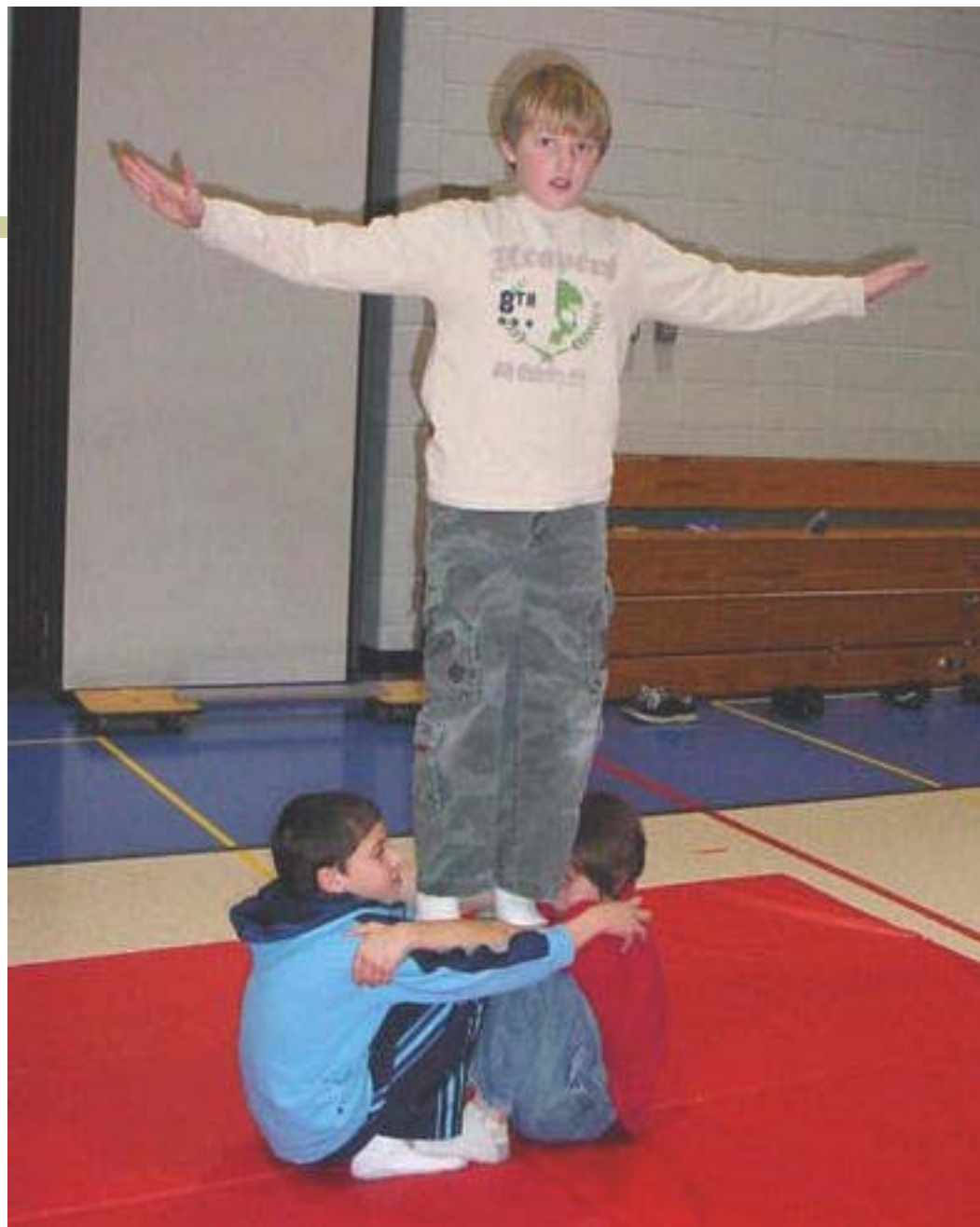




# [Three Person Balances

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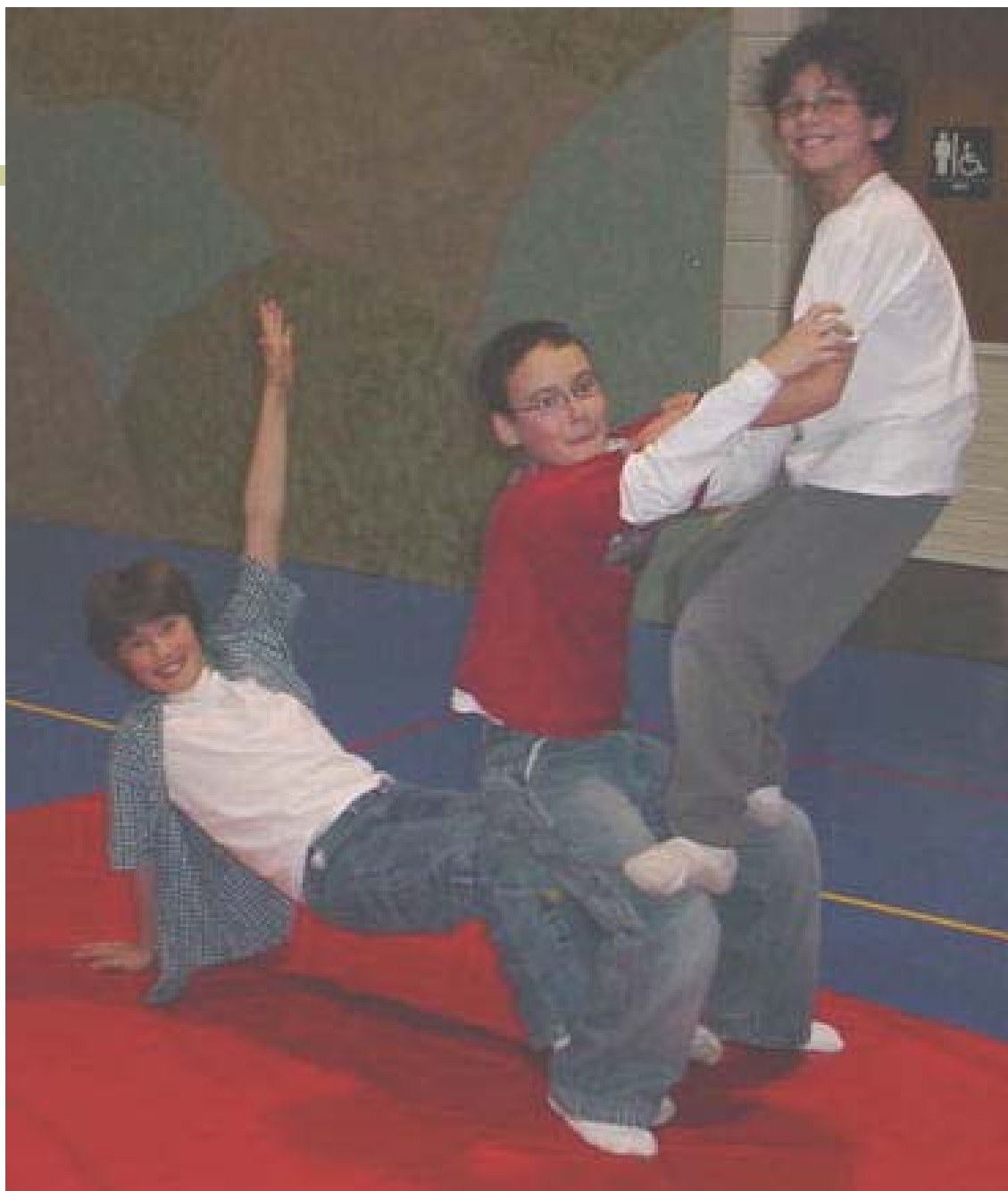










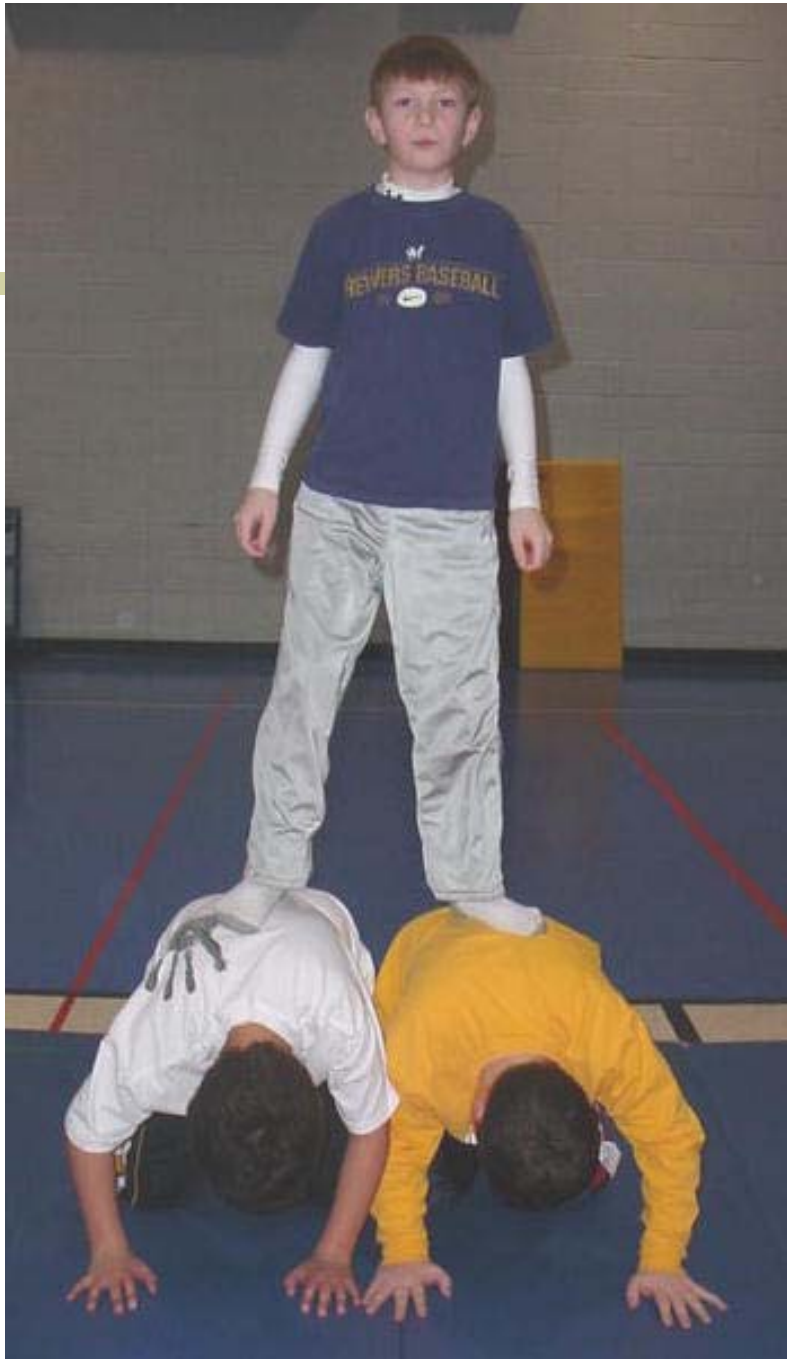


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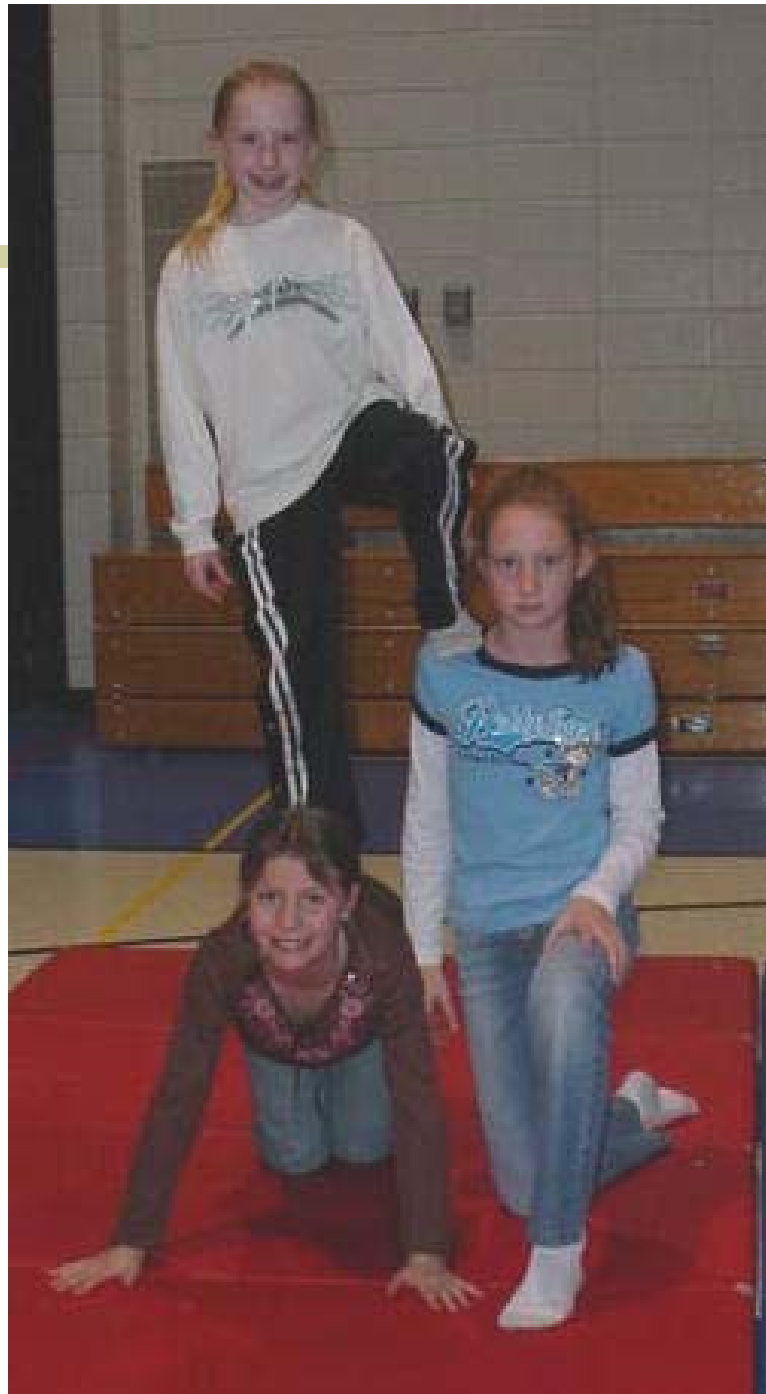
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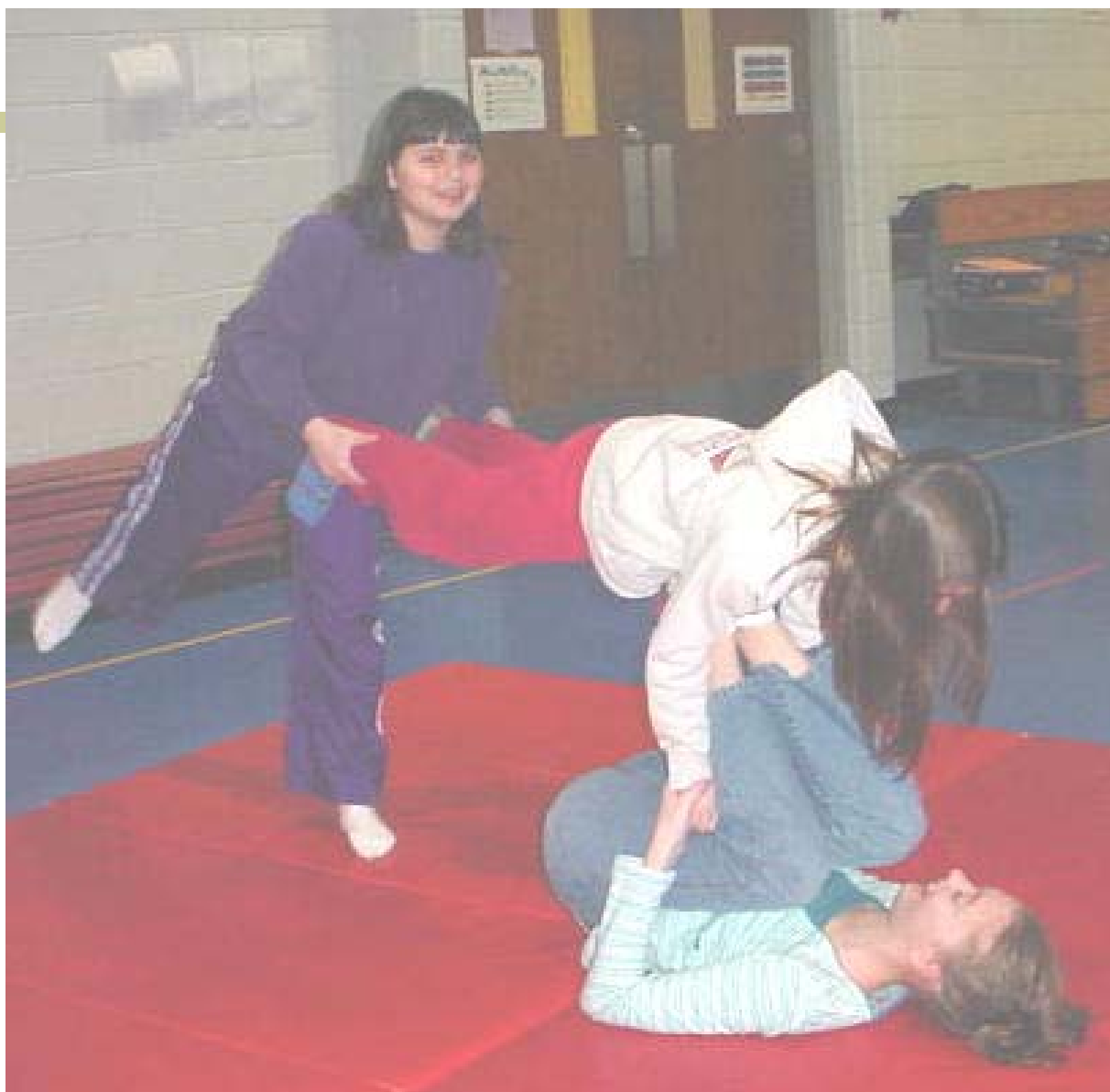


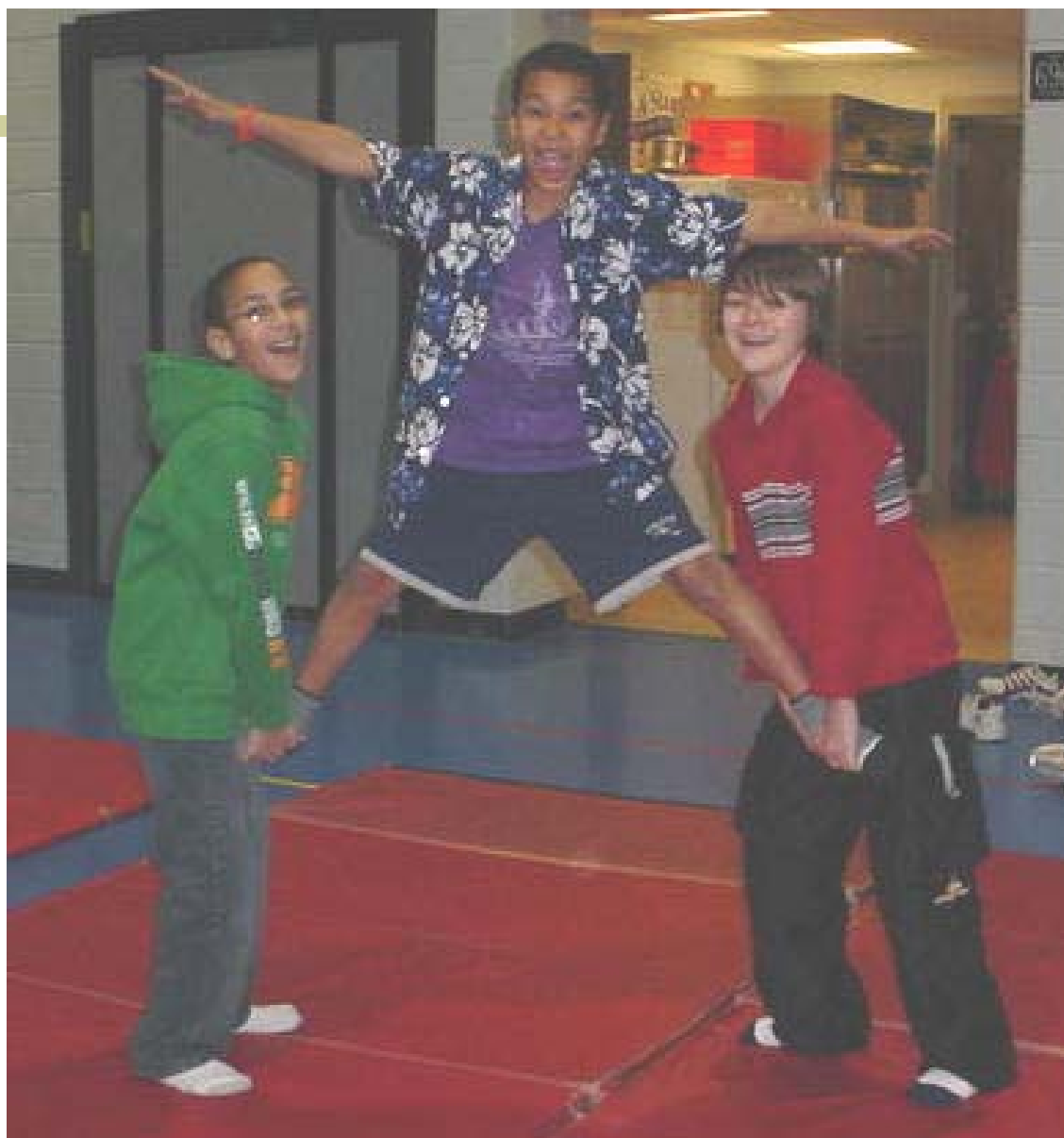
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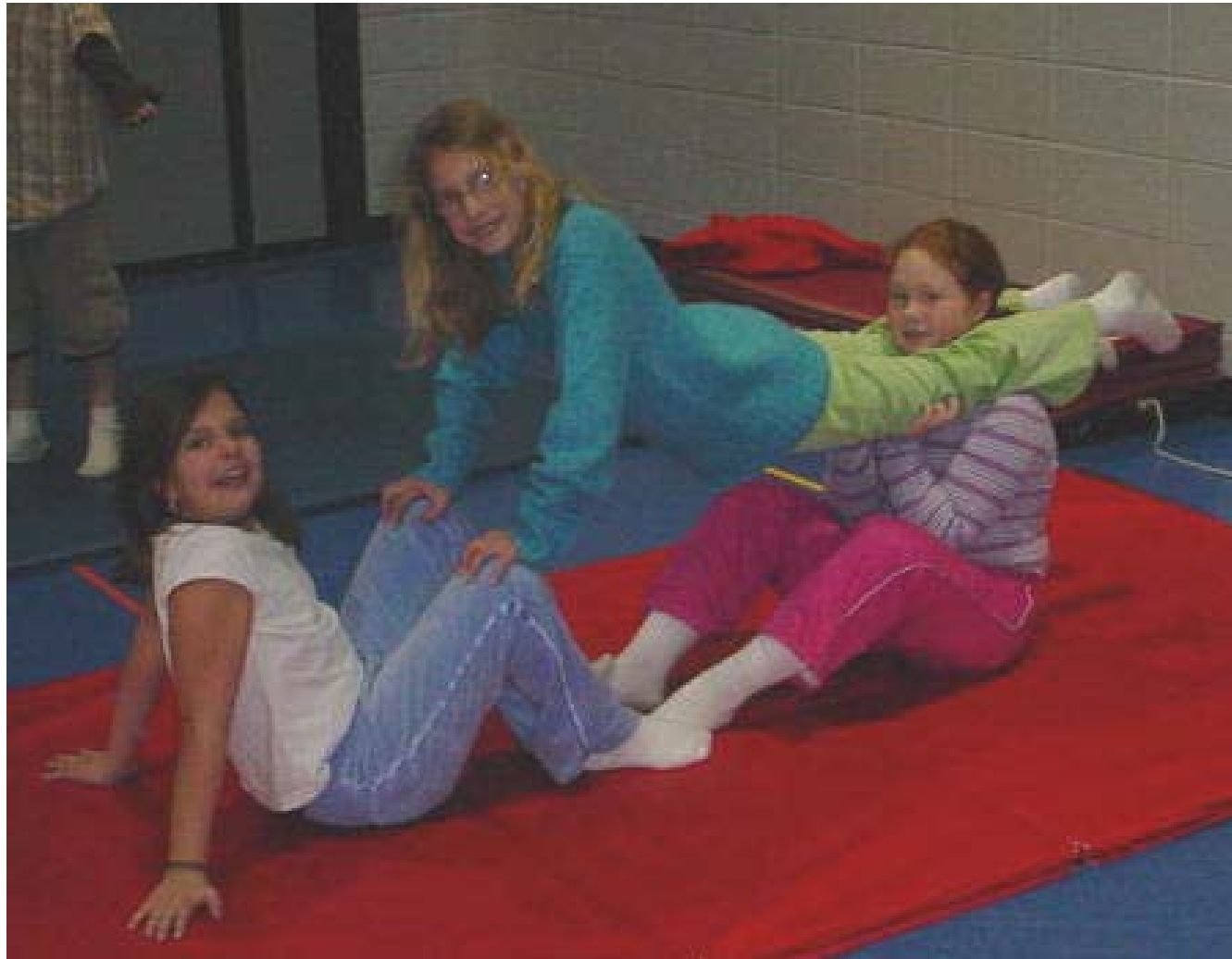




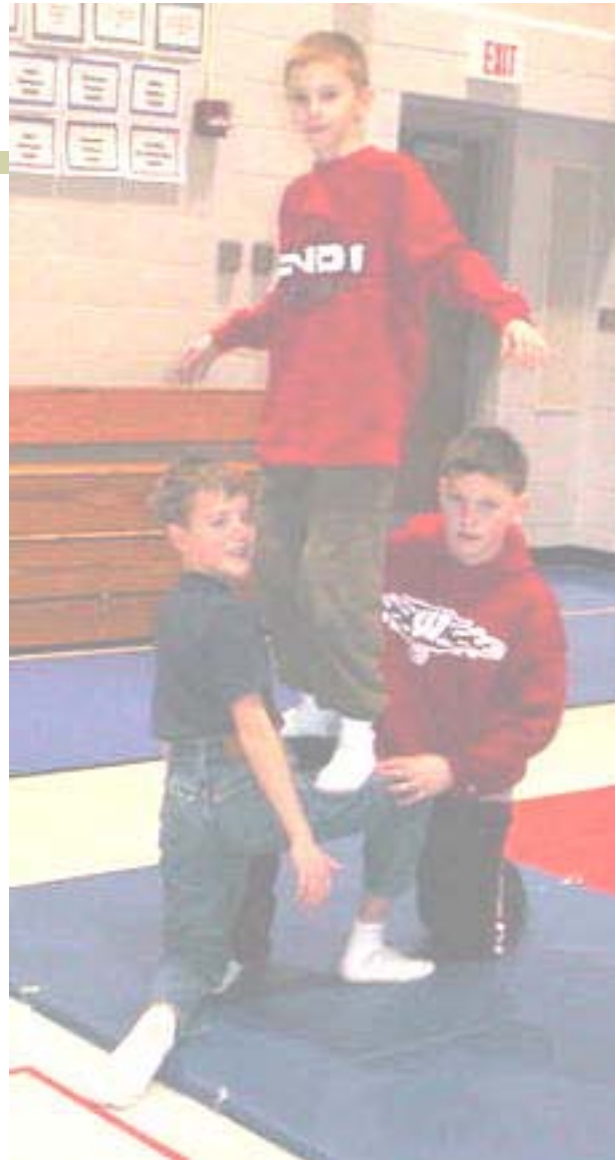










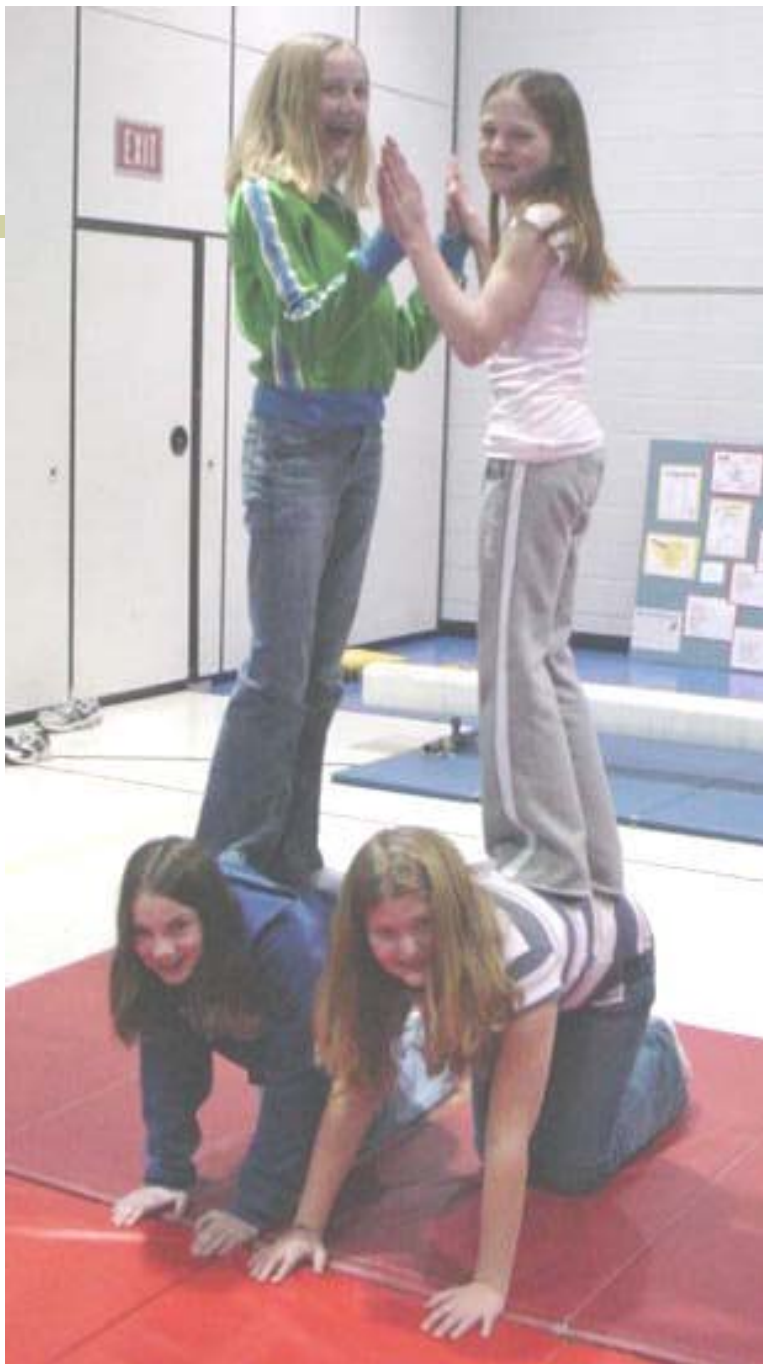


# [Four Person Balances

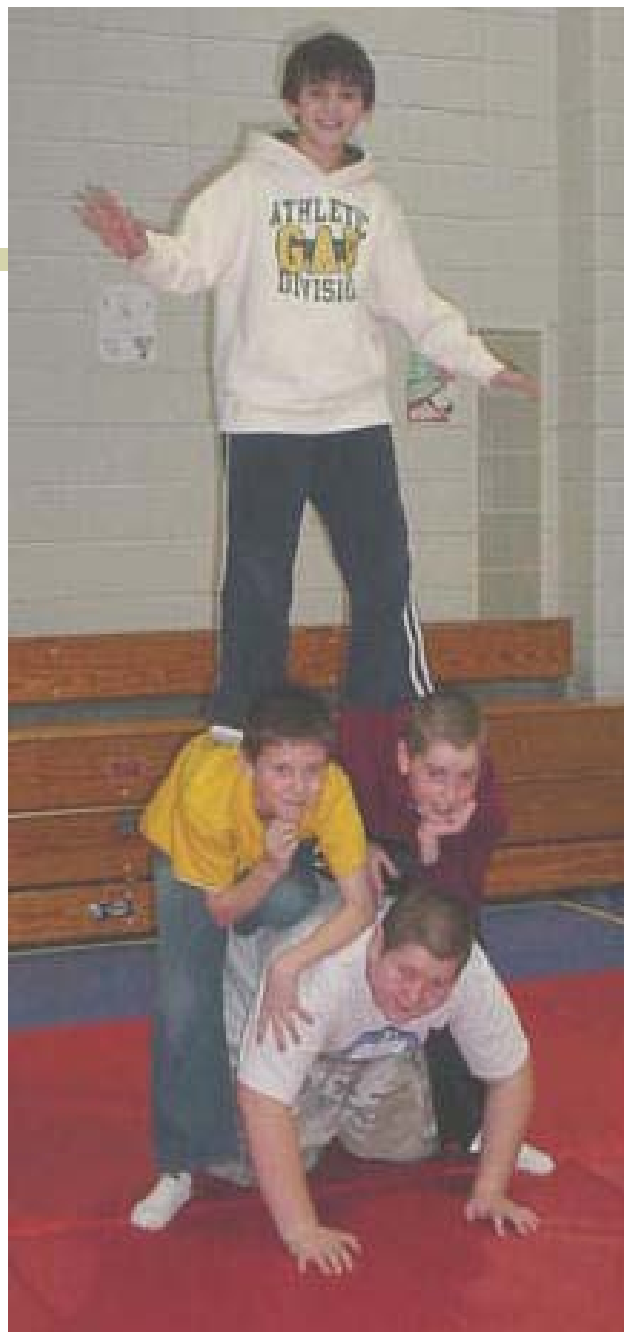
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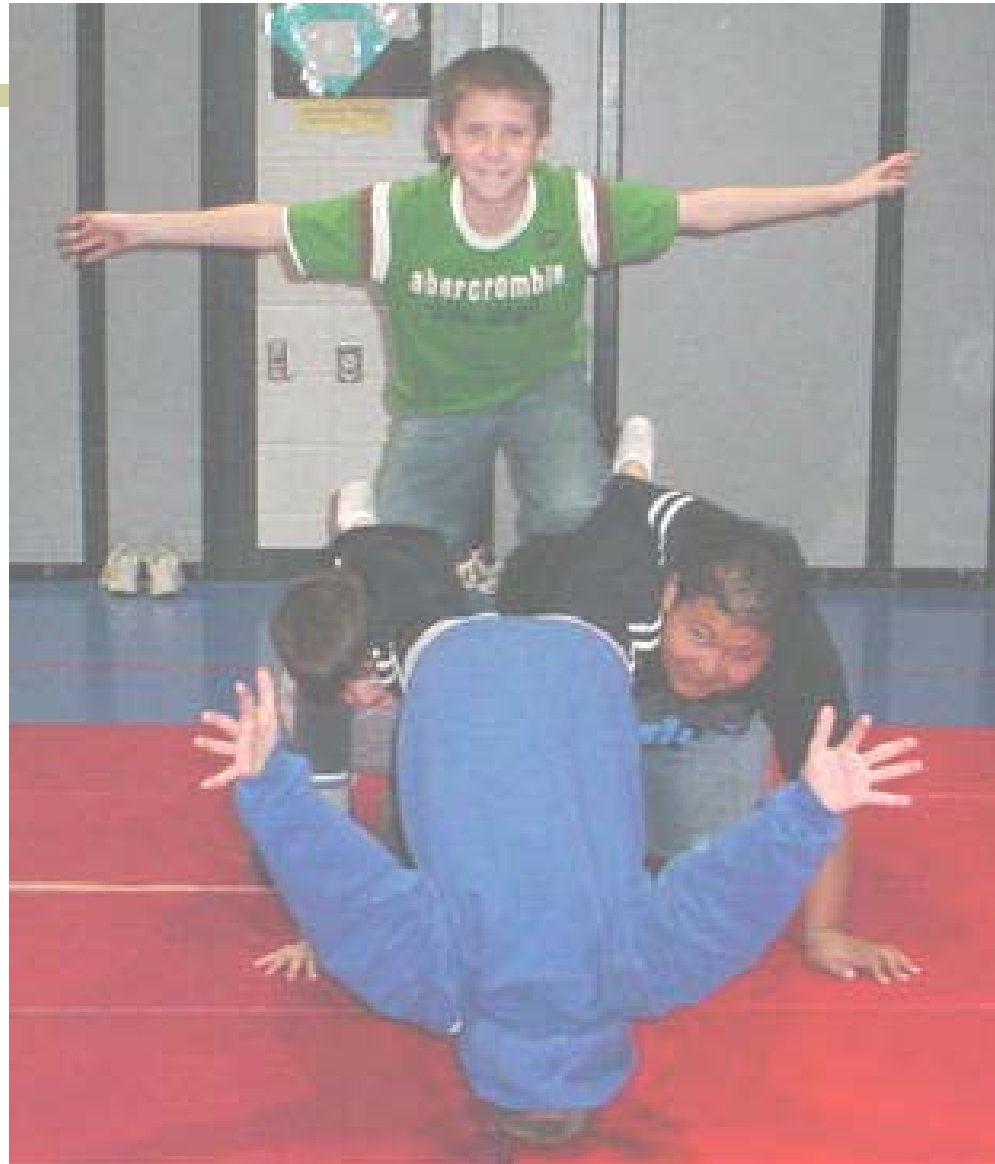


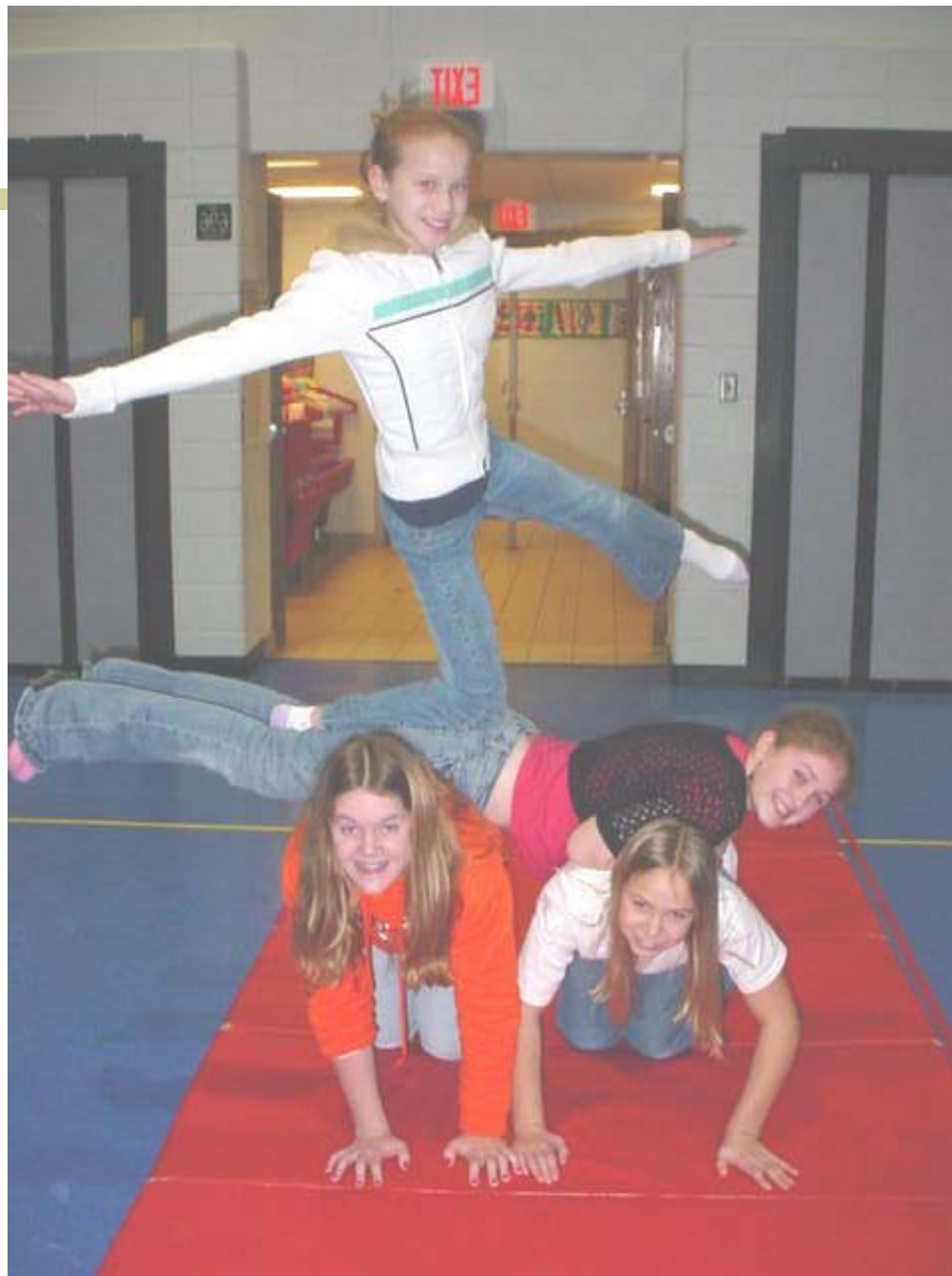
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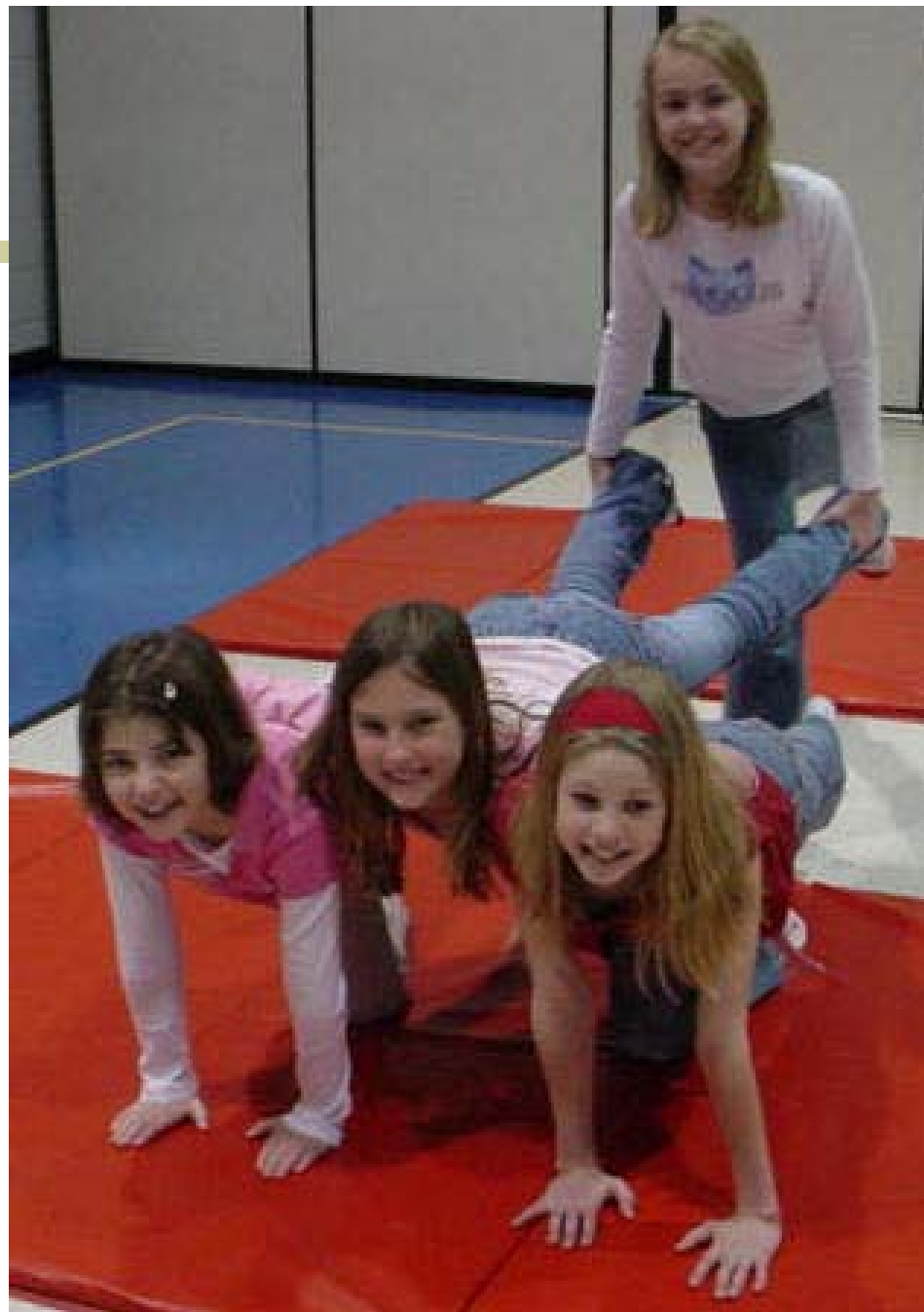










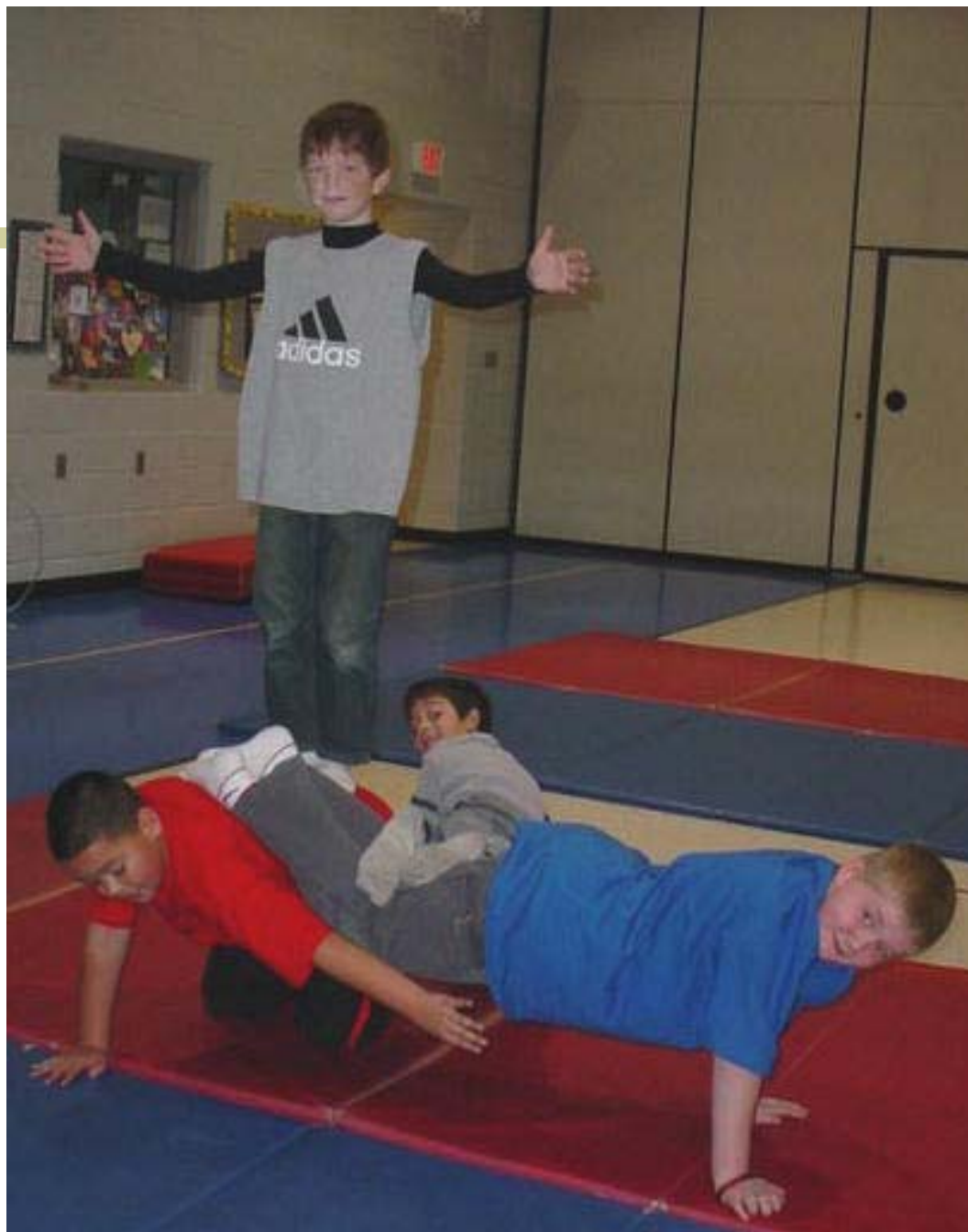










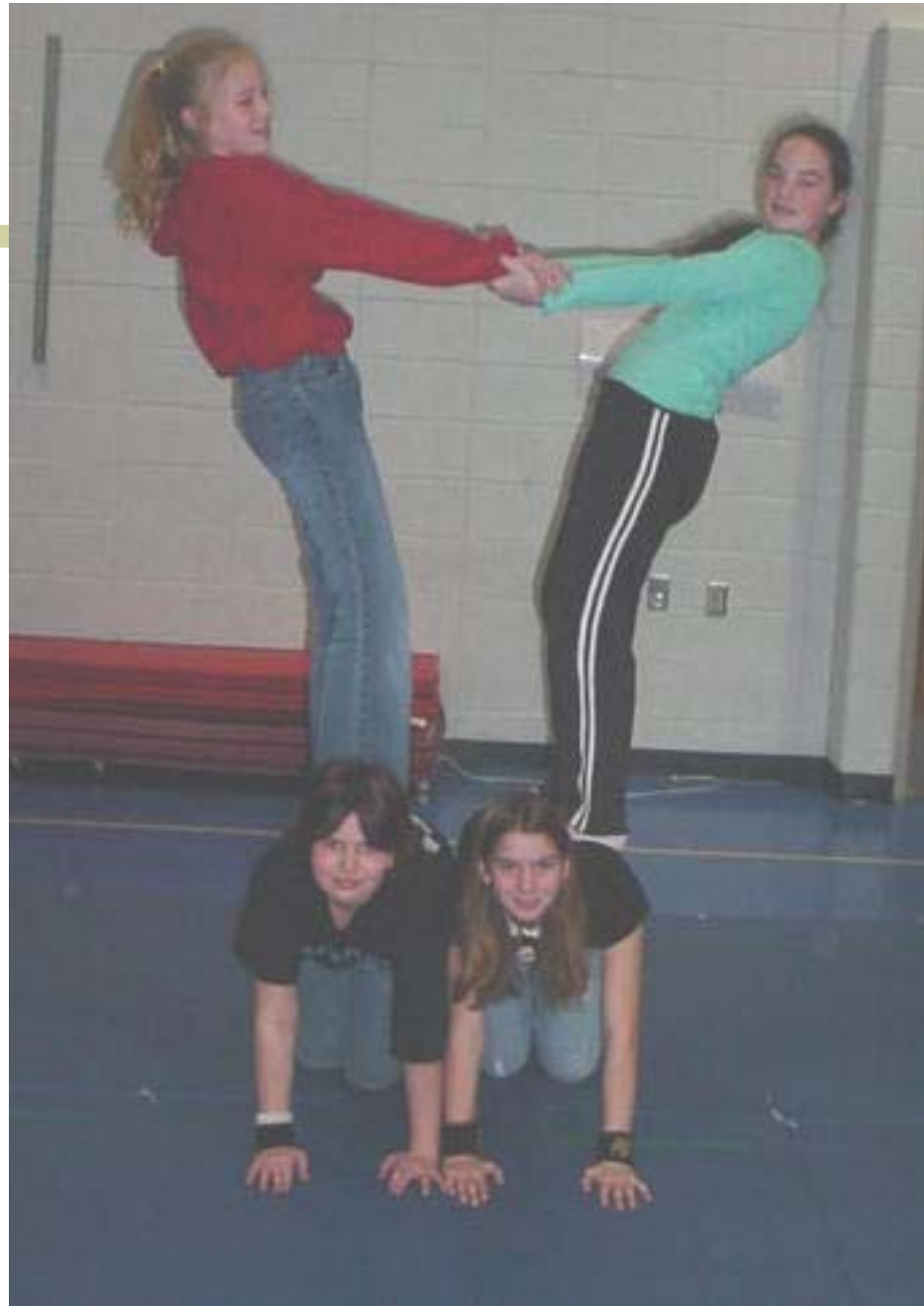








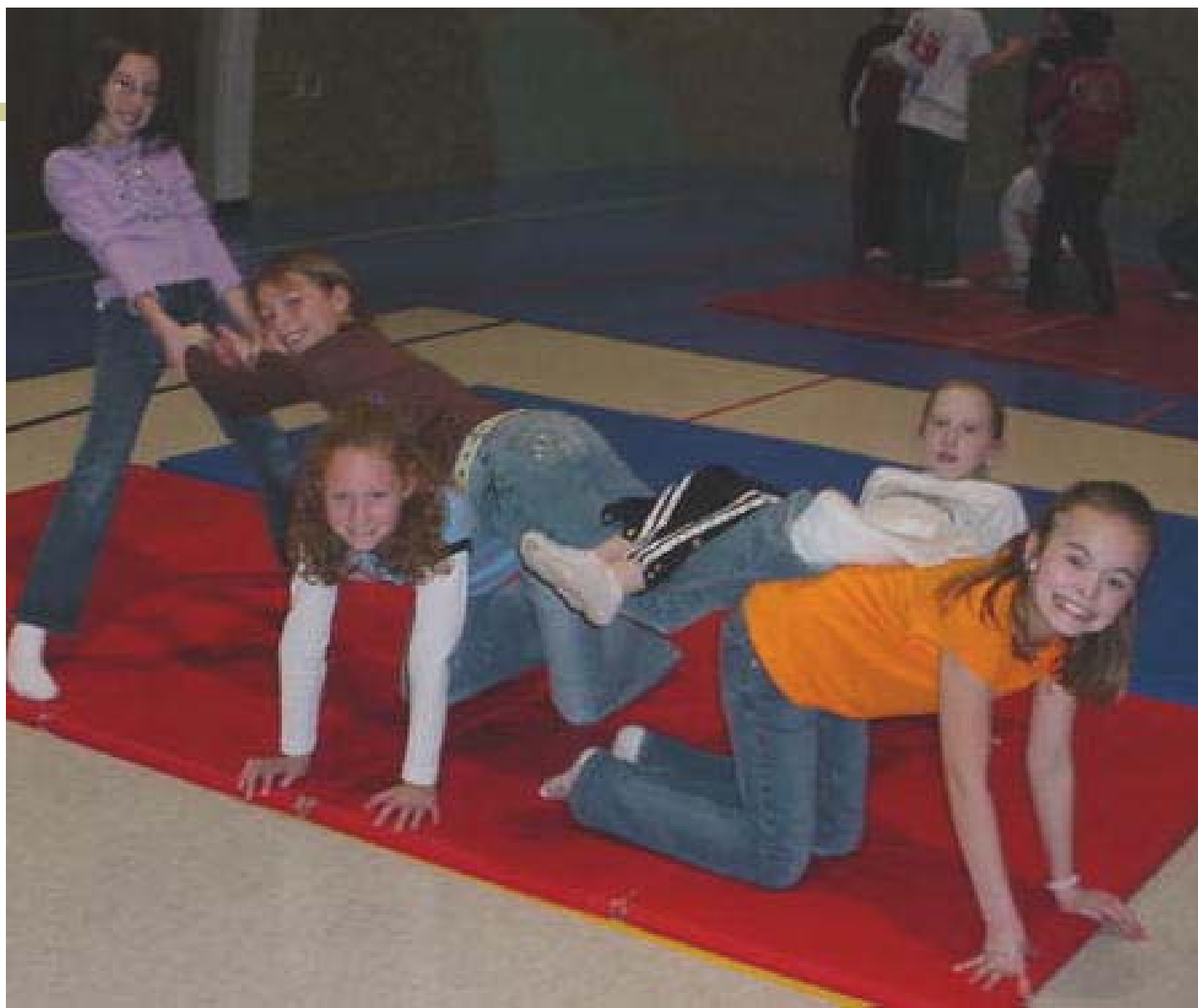
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# [ Five Person Balances ]

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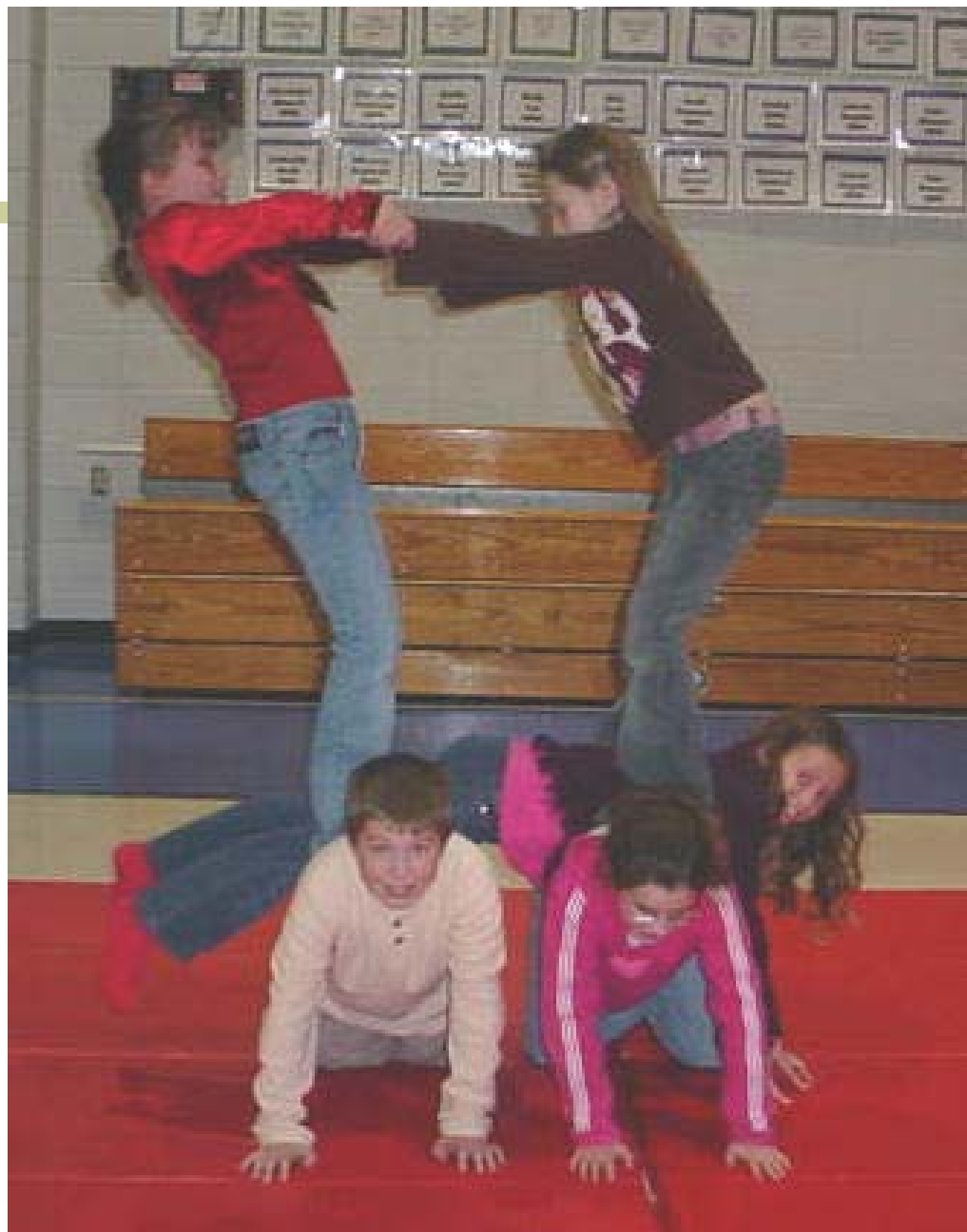


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[ Six person Balances ]

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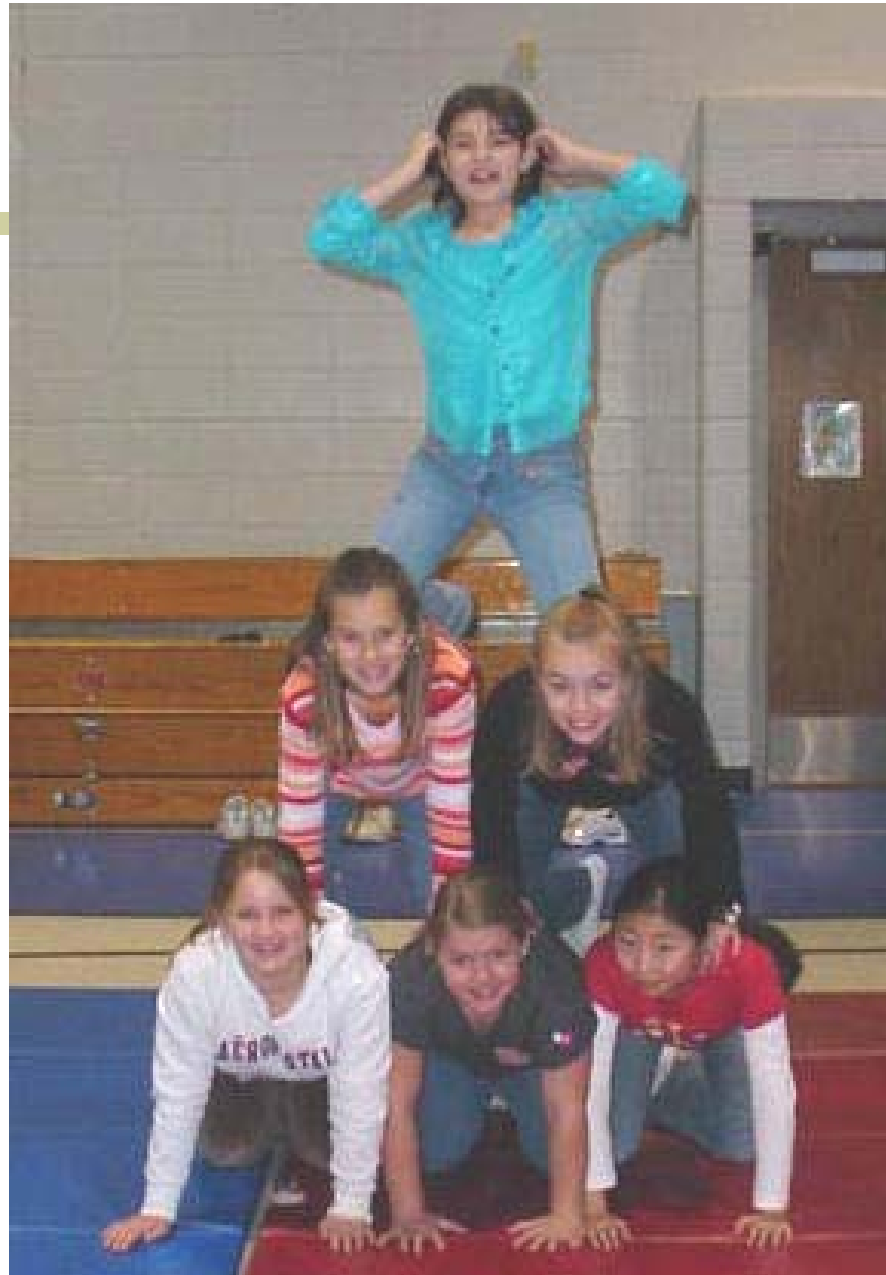
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# [ Partner or Group Balances ]

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- **A Study of 2, 3, 4, 5, & 6 person Balance**

# [ Objective ]

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To participate in partner or group support stunts which build muscular strength and endurance, flexibility, balance, posture, creative expression and overall coordination. Students must also use creativity, problem solving, group communication skills, spatial awareness, teamwork and analytical thinking skills.

**Grade Level:** 4-6

# WI State Standards

## 4th Grade :

B.4.2 Adapt a physical skill to the demands of a dynamic, unpredictable environment

such as balancing with control on a variety of objects (balance board, large apparatus, skates)

C.4.3 Recognize and apply concepts that affect the quality of increasingly complex movement

performance such as consistently striking a ball with a bat or paddle demonstrating an appropriate grip

C.4.4 Identify and apply characteristics and critical elements of highly skilled performance

to develop movement competence or proficiency such as using internal and external information to modify movement during performance

## 5 & 6th Grade

B.8.1 Demonstrate competence in modified versions of movement forms such as performing in a variety of simple folk and square dances

C.8.5 Understand and apply advanced, discipline-specific knowledge to various movement forms such as understanding how to lead or follow a partner while dancing

D.8.3 Enjoy learning new activities



# NASPE Standards

Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

# Procedure

Some of you have seen the partner or group balance pictures that are published in Physical Education books. We have taken that concept and put our Student's faces to the balances. Digital images were taken of our students balancing in partner or group balances. A presentation was created and organized into 2, 3, 4, 5, and 6 person balances.

During this lesson, students are free to come up to any of the eight lap top computers to search for a picture. Students simply find a balance that they would like to try and proceed back to their mats to replicate the balance.

Each balance must be centered on the mat in case of a fall. The focus should be on students getting into the balance, hold it for a minimum of five seconds AND then get out of the balance safely and under control.

After students have modeled several different balances the partner/groups should try and create their own balances based on the idea starters in which they have previously learned. New digital images are taken of the balances so a new PowerPoint presentation can be created. A copy of the PowerPoint is also placed on the Summit View Elementary Physical Education Web site so kids can access the images from home.

<http://www.geocities.com/kroeningpenny@sbcglobal.net/>

This is a two day study of partner/group balance. (It follows our gymnastic/tumbling unit.)

It is a very exciting and high energy learning activity for the kids!

As a side note, the PowerPoint file was placed on a building server. This allowed for multiple computers to use the file at the same time.

# [ Safety ]

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Safety is the most important skill to practice.

Always position yourself so that if you fall, you land on the mat.

No horse play. The idea is to balance not crash!

Never place extra pressure on your head.

Foot placement on a back must be above the hip or shoulder joint.

# Best Practices inherent in the lesson:

Address Different Learning Styles

Encourage participation

Higher Order thinking: synthesis of results and evaluation of potential solutions

Make connections among related concepts

Construct knowledge with peers

Regular opportunities to take risks

Exchange ideas

Scaffold ideas and thoughts

Learning is an active process: Empirical investigation and group interaction

Student-centered: problem solving, conversations

Climate of choice, freedom from judgment, test imagination, create wonder and invent.

Hands on activities

Students learn by connecting new ideas to prior knowledge